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EMOTIONAL SKILLS OF THE B.Ed., STUDENTS IN CUDDALORE DISTRICT

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INTRODUCTION

Emotions play an important role in life and contribute to the personal and social development of an individual. Continuous emotional disturbance affects the individual's growth and development and gives rise to mental, physical, social and other problems. It hampers intellectual training. On the other hand, an emotionally stable individual leads a happy, healthy and peaceful life. He is at ease with himself, his surroundings and other fellow beings. Therefore, the development of emotions is extremely important for the harmonious development of the personality of an individual. Emotions influence all the aspects of an individual's personality,. Proper training and education will go a long way to enable the young people to control their emotions and obtain mental balance and stability. Emotions are the prime motive forces of thought and conduct and their control is very important. It has been rightly said, "To keep one's emotions under control and be able to conceal them is considered a mark of strong character."

MEANING OF EMOTIONS

Etymologically the word emotion is derived from the Latin word *Emovere* which means to *stir up, to agitate* or to excite.

R.S. Woodworth (1945), by making use of this explanation has defined emotion in this way, "Emotion is a *moved or stirred up* state of an organism. It is a stirred up state of feeling

that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity – that is the way it appears to an external observer.”

According to Crow and Crow (1973), an emotion “is an effective experience that accompanies generalized inner adjustment and mental and psychological stirred up states in the individual, and that show itself in his own behaviour.”

William McDougall (1949) says, “An instinct is an inherited or innate psycho-physical disposition which determines its possessor to perceive and to pay attention to, objects of a certain class, to experience an emotional excitement of a particular quality upon perceiving such an object, and to act in regard to it in a particular manner, or, at least, to experience an impulse to such an action.” This statement gives us the nature of emotions as well According to McDougall, an instinctive behaviour has three aspects.

DEFINITIONS OF EMOTION

Etymologically, the word emotion is derived from the Latin word ‘emovere’ which means ‘to stir up’ or ‘to excite’. Emotion can thus be understood as an agitated or excited state of our mind and body. Taking clue from its derivation, various psychologists have tried to define the term ‘emotion’ in their own ways. Let us reproduce a few of such definitions.

Woodworth(1945):

Emotion is a ‘moved’ or ‘stirred-up’ state of an organism. It is a stirred-up state of feeling, which is the way it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer.

NEED AND SIGNIFICANCE OF THE STUDY

Emotions bring physiological changes. Every emotional experience involves many physical and physiological changes in the organism. Some of the changes which express

themselves as overt behaviour are easily observable. For example, reddened eyes, flushed cheeks, beating of the heart, choke in a voice, or an attack on an emotion-aroused stimulus. In addition to these easily observable changes, there are internal physiological changes. Examples are, changes in the circulation of blood, impact on the digestive system and changes in the functioning of some glands like adrenal glands. .These changes become so specific and distinguishable in the human being that a simple glimpse can enable us to detect a particular emotional experience in an individual and we can see whether he is in anger or, suffers from fear and so on. This statement emphasizes the emotional skills of the students. So, the present study has high need and importance.

STATEMENT OF THE PROBLEM:

The problem selected for the present investigation has been stated as follows
“EMOTIONAL SKILLS OF THE B.Ed., STUDENTS IN CUDDALORE DISTRICT”.

OBJECTIVES OF THE PRESENT STUDY:

The following were the objectives formulated for the present study

1. To study the B.Ed., students emotional skills.
2. To study if there is any significant difference in emotional skills between the male and female B.Ed., students.
3. To study if there is any significant difference in emotional skills between the B.Ed., students studying in the education colleges located in the urban area and in the rural area.
4. To study if there is any significant difference in emotional skills between the B.Ed., students residing in the urban area and in the rural area.

HYPOTHESES OF THE PRESENT STUDY:

The following were the hypotheses framed from the formulated objectives

1. The emotional skills of the B.Ed., students are good.
2. There is no significant difference in emotional skills between the male and female B.Ed., students.
3. There is no significant difference in emotional skills between the B.Ed., students studying in the education colleges located in the urban area and in the rural area.
4. There is no significant difference in emotional skills between the B.Ed., students residing in the urban area and in the rural area.

METHOD:

Normative survey method has been used in the present investigation and the detailed description of the normative survey method has been given in the chapter III of this dissertation.

TOOL USED:

The tool used for the present study were Emotional Skills Scale (ESS) constructed and validated by Sureshkumar. M., (2013) and the detailed description of the tool have been given in the chapter III of this dissertation.

SAMPLE:

Random sampling technique has been used in the selection of the sample of as many as 200 B.Ed., students in Cuddalore district. This sample of 200 B.Ed., students studying were found to have the following sub-samples.

METHOD:

Normative survey method has been used in the present study, because, the survey method gathers data from a relatively large number of cases at a particular time. The word ‘survey’ indicates the gathering of the data regarding current conditions. The word ‘normative’ is used because surveys are frequently made for the purpose of ascertaining which is the normal or typical condition or practice. The following were the functions of the normative survey method. It is essentially cross-sectional. It gathers data from a relatively large number of cases. It deals with clearly defined problems and has definite objectives. It requires an imaginative planning, a careful analysis and interpretation of the data and a logical and skilful reporting of the findings. It is more realistic than the experiment in that it investigates phenomena in their natural setting. Hence the investigator used the normative survey method for the present investigation.

TABLE 1.1

THE MEAN AND THE STANDARD DEVIATION OF THE EMOTIONAL SKILLS SCORES OF THE ENTIRE SAMPLE AND ITS SUB-SAMPLES

S.NO	SAMPLES	SUB-SAMPLES	N	MEAN	STANDARD DEVIATION
1		Entire sample	200	87.10	9.74
2	Sex	Male	130	86.46	9.40
		Female	70	88.28	10.31
3	Locality of the college	Rural areas	129	86.37	9.02
		Urban areas	71	88.42	10.86
4	Residence	Rural areas	82	87.85	10.32
		Urban areas	118	86.58	9.32

TABLE 1.2

**THE SIGNIFICANCE OF THE DIFFERENCE ('t' VALUE) IN EMOTIONAL SKILLS
BETWEEN THE MALE AND FEMALE B.Ed., STUDENTS**

SUB-SAMPLES	N	MEAN	S.D	't' VALUE	SIGNIFICANCE AT 0.05 LEVEL
MALE B.Ed., STUDENTS	130	86.46	9.40	1.22	Not Significant
FEMALE B.Ed., STUDENTS	70	88.28	10.31		

From the table 4.2 the computed 't' value is found to be 1.22, which is lower than (1.96) at 0.05 level of significance and thus the null hypothesis is retained. Hence, it is concluded that there is no significant difference in the emotional skills between the male and female B.Ed., students in respect of their emotional skills.

TABLE 1.3

**THE SIGNIFICANCE OF THE DIFFERENCE ('t' VALUE) IN EMOTIONAL SKILLS
BETWEEN THE B.Ed., STUDENTS STUDYING IN THE EDUCATION COLLEGES
LOCATED IN THE URBAN AREAS AND IN THE RURAL AREAS**

SUB-SAMPLES	N	MEAN	S.D	‘t’ VALUE	SIGNIFICANCE AT 0.05 LEVEL
B.Ed., STUDENTS STUDYING IN THE EDUCATION COLLEGES LOCATED IN THE RURAL AREAS	129	86.37	9.02	1.34	Not Significant
B.Ed., STUDENTS STUDYING IN THE EDUCATION COLLEGES LOCATED IN THE URBAN AREAS	71	88.42	10.86		

From the table 4.3 the computed ‘t’ value is found to be 1.34, which is lower than (1.96) at 0.05 level of significance and thus the null hypothesis is retained. Hence, it is concluded that there is no significant difference in the emotional skills between the B.Ed., students studying in the education colleges located in the urban areas and in the rural areas in respect of their emotional skills.

TABLE 1.4

THE SIGNIFICANCE OF THE DIFFERENCE (‘t’ VALUE) IN EMOTIONAL SKILLS BETWEEN THE B.Ed., STUDENTS RESIDING IN THE URBAN AREAS AND IN THE RURAL AREAS

SUBSAMPLES	N	MEAN	S.D	‘t’ VALUE	SIGNIFICANCE AT 0.05 LEVEL
B.Ed., STUDENTS RESIDING IN	82	87.85	10.32	0.88	Not Significant

THE RURAL AREAS					
B.Ed., STUDENTS RESIDING IN THE URBAN AREAS	118	86.58	9.32		

From the table 4.4 the computed ‘t’ value is found to be 0.88, which is lower than (1.96) at 0.05 level of significance and thus the null hypothesis is retained. Hence, it is concluded that there is no significant difference in the emotional skills between the B.Ed., students residing in the urban areas and in the rural areas in respect of their emotional skills.

CONCLUSION:

The present investigation revealed that the B.Ed., students studying in the Cuddalore district of Tamilnadu, India, were found to have a high level of emotional skills which in turn gives a very high level of achievement for students. So it can be revealed from the investigation that the B.Ed., students should eradicate the emotional skills in a constructive way.

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